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CATALOGUE

OF

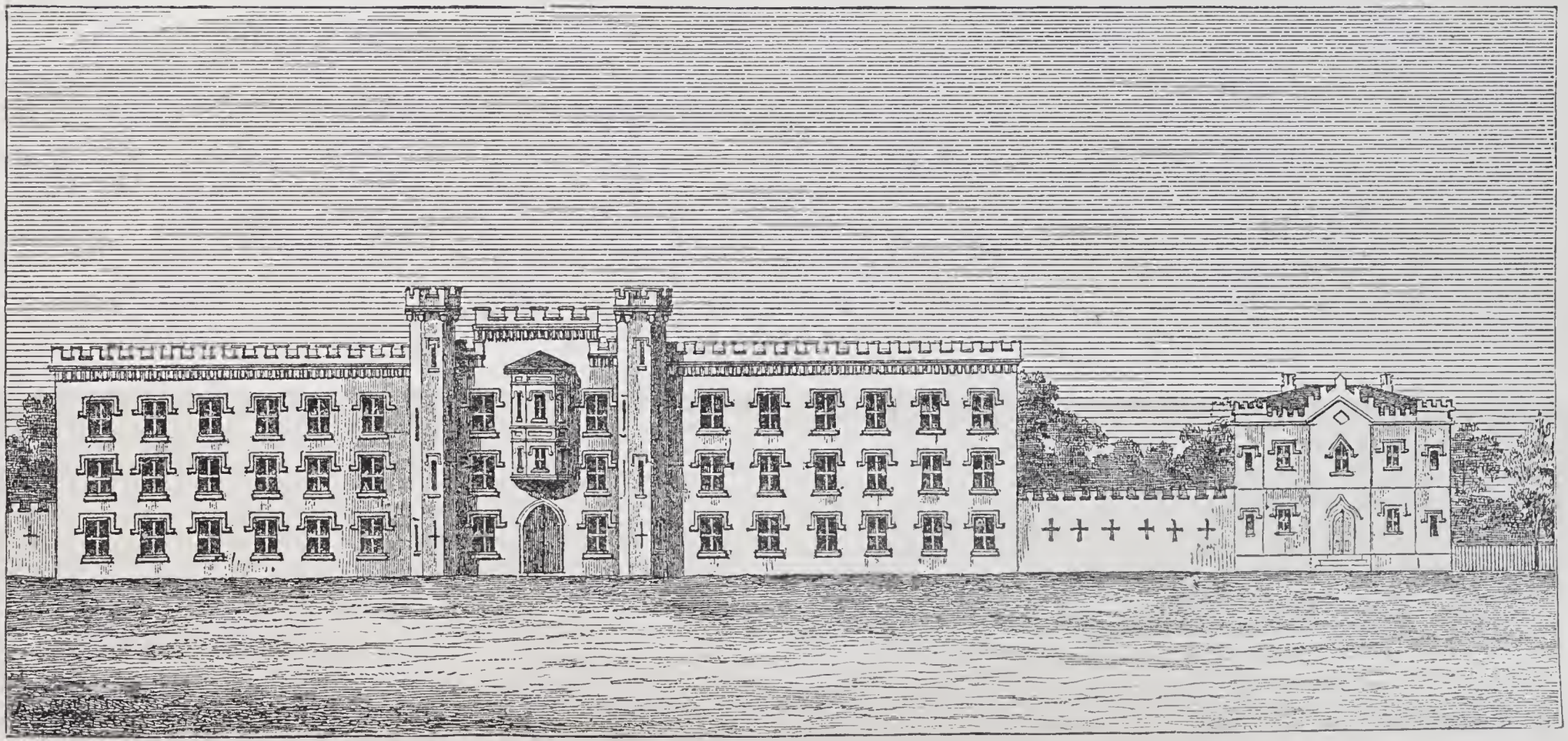
HORNER & GRAVES'S

SCHOOL,

HILLSBORO', N. C.

A Classical, Mathematical, Scientific and Military Academy.

1874-75.



Horner and Graves's School.

CATALOGUE

OF

HORNER AND GRAVES'S

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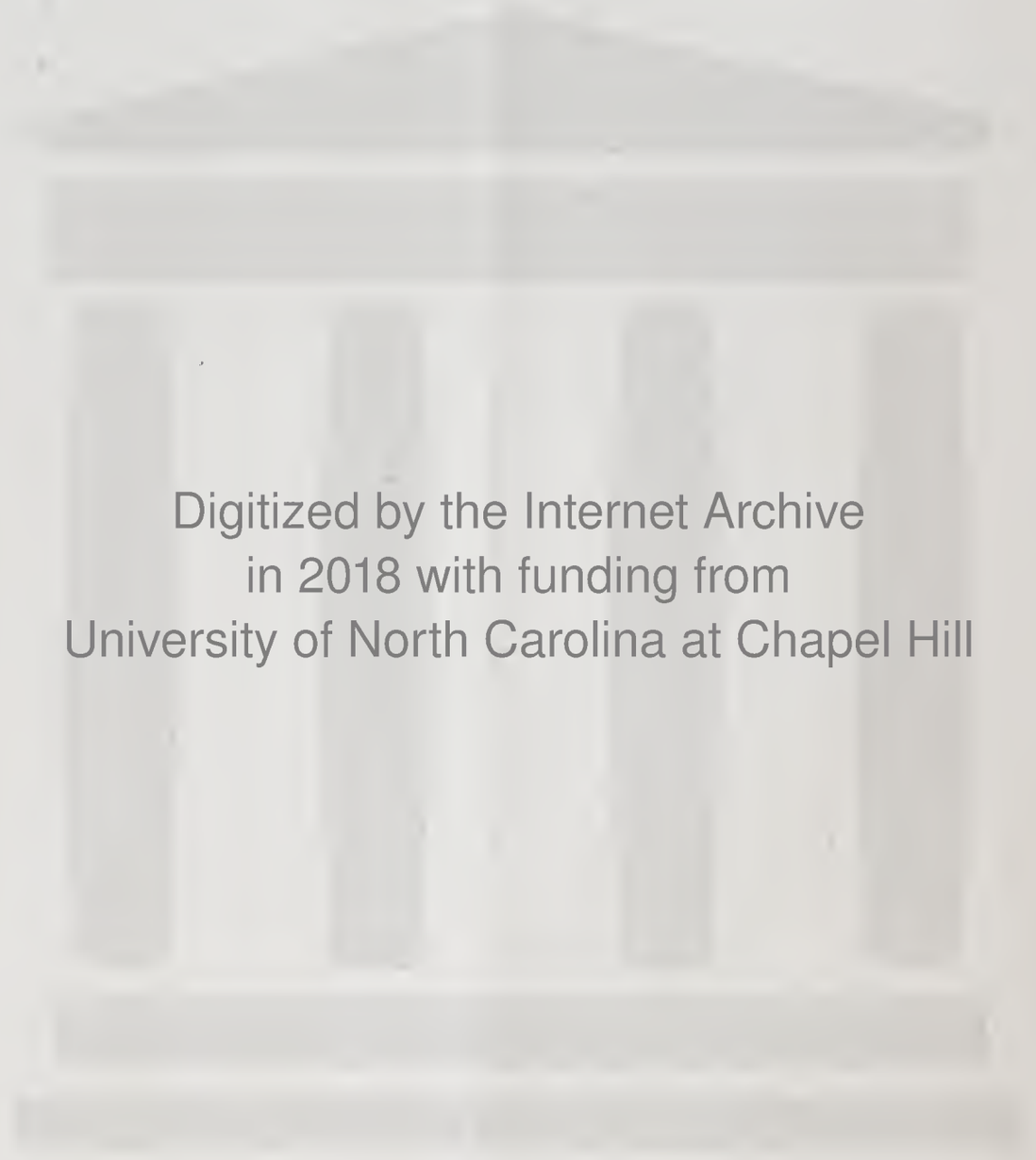
HILLSBORO', N. C.

A CLASSICAL, MATHEMATICAL, SCIENTIFIC AND MILITARY ACADEMY.

SCHOLASTIC YEAR 1874-75.



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Instructors.

ANCIENT LANGUAGES, MATHEMATICS, AND ENGLISH BRANCHES,

I. H. Horner, A. M.

MATHEMATICS, NATURAL SCIENCES AND ENGLISH BRANCHES,

R. H. Graves, Sr., A. M.

ANCIENT LANGUAGES, GERMAN AND ENGLISH BRANCHES,

Hugh Morson, Jr.

(University of Virginia.)

ENGINEERING AND DRAWING,

R. H. Graves, Jr., B. Sc. and C. & M. E.

(University of Virginia.)

MATHEMATICS, FRENCH AND ENGLISH BRANCHES,

Maj. D. H. Hamilton.

PENMANSHIP AND BOOK-KEEPING,

A. W. Venable, Jr.

(Poughkeepsie Com. College.)

SURGEONS,

Drs. E. and W. Strudwick.

Catalogue of Students.

SCHOLASTIC YEAR 1874-75.

NAMES.	PARENT OR GUARDIAN.	RESIDENCE.
Thomas Arrington,	J. P. Arrington,	Hilliardston, N. C.
Chas. T. Askew,	W. F. Askew,	Raleigh, N. C.
James A. Askew,	W. F. Askew,	Raleigh, N. C.
James H. Aycock,	J. H. Aycock,	Rockingham, N.C.
George D. Baker,	M. A. Baker,	Fayetteville, N. C.
Julian M. Baker,*	Dr. J. H. Baker,	Tarboro', N. C.
Joseph B. Batchelor,	J. B. Batchelor,	Raleigh, N. C.
Thaddeus Barlow,	J. S. Barlow,	Tarboro', N. C.
Lamott M. Blakely,	J. C. Blakely,	Washington, N. C.
Richard L. Blount,	Dr. R. H. Blount,	Woodville, N. C.
Charles Bond,	Hon. James Bond,	Windsor, N. C.
Frank K. Borden,	E. B. Borden,	Goldsboro', N. C.
Clair H. Brown,	Henry N. Brown,	Hillsboro', N. C.
Thomas Brown,	Albert Faucett,	Hillsboro', N. C.
Wyatt L. Brown,	Dr. W. M. Brown,	Greenville, N. C.
James F. Cain,	Dr. J. F. Cain,	Hillsboro', N. C.
David M. Carter,	Col. D. M. Carter,	Raleigh, N. C.
Henry N. Clark,	Col. Walter Clark,	Raleigh, N. C.
William Cheek,	John Cheek,	Hillsboro', N. C.
Harrison Covington,	Mrs. Laura E. Wade,	Rockingham, N. C.
Josiah Collins,	Josiah Collins,	Hillsboro', N. C.
Edward A. Crudup,	Dr. E. A. Crudup,	Louisburg, N. C.
John S. Cuningham,	John W. Cuningham,	Cuningham's Store, N. C.
Richard Dillard,	Dr. Richard Dillard,	Small's X Roads, N. C.
Samuel Douglass,	Adam Douglass,	Hillsboro', N. C.
Hugh Dunn,	J. R. Dunn,	Forestville, N. C.
Edgar E. Ewell,	J. L. Ewell,	Williamston, N. C.
Thomas Edmundson,	W. H. Edmundson,	Stantonsburg, N. C.
Edward E. Etheridge,	J. H. Etheridge,	Coleraine, N. C.
John B. Exum,	W. J. Exum,	Hillsboro', N. C.
W. Collin Faison,	Hon. David A. Barnes,	Jackson, N. C.
Blackwood S. Feild,	Dr. George Feild,	Warrenton, N. C.
Robert B. Frank,	J. F. Frank,	Memphis, Tenn.
John T. French,	W. A. French,	Wilmington, N. C.

* Dismissed.

NAMES.	PARENT OR GUARDIAN.	RESIDENCE.
William W. Fuller,	Col. T. C. Fuller,	Raleigh, N. C.
John J. Gay,	W. A. Gay,	Wilson, N. C.
Don. Gilliam,	Maj. H. A. Gilliam,	Edenton, N. C.
Edward T. B. Glenn,	Mrs. Chalmers Glenn,	Leaksville, N. C.
John C. Green,	Cicero Green,	Newberne, N. C.
George Green,	Hon. George Green,	Newberne, N. C.
Ruffin T. Gwynn,	Capt. Bruce Gwynn,	Hillsboro', N. C.
Frank C. Hairston,	Maj. Peter W. Hairston,	Baltimore, Md.
John G. Hall,	Mrs. John Hall,	Oxford, N. C.
M. Brewton Hamilton,	Maj. D. H. Hamilton,	Hillsboro', N. C.
S. E. Hamlet,	Mrs. L. R. Hamlet,	Walnut Grove, Va.
John Havens,	B. F. Havens,	Washington, N. C.
William P. Hay,*	R. D. Hay,	Madison, N. C.
Ernest Haywood,	Dr. E. B. Haywood,	Raleigh, N. C.
Hubert Haywood,	Dr. E. B. Haywood,	Raleigh, N. C.
Ernest R. Hicks,	A. R. Hicks,	Wilmington, N. C.
D. Harvey Hill,	Gen. D. H. Hill,	Charlotte, N. C.
Richard Hines,	Mrs. Margaret Hines,	Edenton, N. C.
Watson W. Hogsette,	Miss Sue Hogsette,	Hampden Sydney, Va.
John W. Hodges,	J. P. Hodges,	Little River Acad'y, N. C.
Charles T. Holt,	Col. T. M. Holt,	Haw River, N. C.
Walter L. Holt,	James H. Holt,	Graham, N. C.
Charles Holmes,	J. R. Holmes,	Salisbury, N. C.
Octavius Hooker,	Dr. O. Hooker,	Hillsboro', N. C.
Junius M. Horner,	J. H. Horner,	Hillsboro', N. C.
Isaac W. Hughes,	Dr. J. B. Hughes,	Newberne, N. C.
Peter Ihrie,	Col. Ross Ihrie,	Pittsboro', N. C.
John O. Jeffreys,	Col. W. F. Green,	Franklinton, N. C.
Allen C. Jones,	Col. A. C. Jones,	Greensboro', Ala.
Elbert T. Jones,	John G. Jones,	Oxford, N. C.
John W. Jones,	Maj. W. D. Jones,	Forestville, N. C.
Leonidas J. Jones,	R. H. Jones,	Cary, N. C.
Erwin Jones,	Col. A. C. Jones,	Greensboro', Ala.
W. Duncan Johnston,	J. H. Johnston,	Savannah, Ga.
Moritz A. Kopperl,	B. J. Kopperl,	Vaiden, Miss.
Thomas W. Latham,	S. W. Latham,	Washington, N. C.
William W. Long,	N. M. Long,	Weldon, N. C.
Edward McLearan,	W. H. Paschall,	Durham, N. C.
Ernest P. Maynard,	Allen Maynard,	Morrisville, N. C.
Walter W. Moore,	Capt. A. G. Moore,	Haw River, N. C.
James M. Nicholson,	T. W. Nicholson,	Enfield, N. C.
Edward A. Oldham,	Alex. Oldham,	Wilmington, N. C.
Romulus B. Parker,	J. H. Parker,	Enfield, N. C.
Walter L. Parsley,	O. G. Parsley, Sr.,	Wilmington, N. C.

* Deserted.

NAMES.	PARENT OR GUARDIAN.	RESIDENCE.
Oscar G. Parsley,	O. G. Parsley, Jr.,	Wilmington, N. C.
Thomas Pettigrew,	Mrs. C. L. Pettigrew,	Creswell, N. C.
Frank L. Pippen,	J. H. Pippen,	Whitakers, N. C.
Paul W. Pope,	A. Pope,	Wilmington, N. C.
William Pogue,	E. H. Pogue,	Hillsboro', N. C.
William A. Pugh,	Dr. B. M. Walker,	Plymouth, N. C.
Joseph E. Ransom,	Gen. M. W. Ransom,	Weldon, N. C.
Robert Ransom,	Gen. M. W. Ransom,	Weldon, N. C.
Thomas Reese,	Joseph Reese,	Hillsboro, N. C.
Reuben D. Reid,	Hon. D. S. Reid,	Wentworth, N. C.
Sion H. Rogers,	J. Rowan Rogers,	Raleigh, N. C.
Allen Ruffin,	P. B. Ruffin,	Hillsboro', N. C.
James Ruffin,	Col. Tom. Ruffin,	Hillsboro', N. C.
John L. Scott,	J. S. Scott,	Graham, N. C.
Thomas Shemwell,	Thomas Oldham,	Oaks, N. C.
Roger A. Smith,	Hon. W. A. Smith,	Princeton, N. C.
Claude W. Smith,	Hon. W. A. Smith,	Princeton, N. C.
William F. Snider,	J. A. Snider,	Salisbury, N. C.
James Southgate,	J. Southgate,	Hillsboro', N. C.
Robert Strange,	Col. R. Strange,	Wilmington, N. C.
Willie Strudwick,	Dr. William Strudwick,	Hillsboro', N. C.
Thomas Strayhorn,	W. F. Strayhorn,	Hillsboro', N. C.
Will T. Sutton,	W. T. Sutton,	Kittrells, N. C.
Richard Tapp,	Wm. Tapp,	Orange Co., N. C.
Oscar G. Thompson,	J. C. Thompson,	Wilmington, N. C.
James C. Thompson,	Michael Thompson,	Forestville, N. C.
John C. Troy,	W. C. Troy,	Fayetteville, N. C.
Devereux Turner,	Hon. Josiah Turner,	Hillsboro', N. C.
John Turner,	Mrs. Louisa Turner,	Hillsboro', N. C.
George S. Walker,	J. R. Walker,	Drapersville, Va.
Henry T. Watkins,	Mrs. Ann Watkins,	Henderson, N. C.
John Webb,	Col. Thomas Webb,	Hillsboro', N. C.
Samuel Wilder,	Mrs. Sarah Wilder,	Raleigh, N. C.
Robert W. Winston,	Hon. P. H. Winston,	Windsor, N. C.
Frank Wood,	Mrs. Edward Wood,	Edenton, N. C.
Sydney Wood,	William C. Wood,	Edenton, N. C.

Total, 114.

Cadet Officers.

D. HARVEY HILL, Captain.

Frank Wood, 1st Lieut.

James F. Cain, 2d Lieut.

Junius M. Horner, 3d Lieut.

Claude W. Smith, 4th Lieut.

Leonidas J. Jones, 5th Lieut.

Ernest P. Maynard, Lieut. & Com.

W. Collin Faison, 1st Sgt.

Roger A. Smith, 2d Sgt.

George Green, 3d Sgt.

W. Duncan Johnston, 4th Sgt.

Reuben D. Reid, 5th Sgt.

Richard L. Blount, 1st Corp.

Edward A. Crudup, 2d Corp.

William F. Snider, 3d Corp.

Ernest Haywood, 4th Corp.

Peter Ihrie, 5th Corp.

Course of Instruction.

11 SCHOOLS.

I.—LATIN—5 Classes.

5th CLASS.—Latin Paradigms (Andrews's Latin Lessons), Latin Exercises (Bingham's Latin Grammar).

4th CLASS.—Latina Principia, 2d book (Smith's), Cæsar, Latin Syntax (Andrews's Latin Grammar), Latin Composition (Arnold's).

3d CLASS.—Sallust, Virgil, Latin Prosody (Andrews's), Latin Composition (Arnold's).

2d CLASS.—Virgil, Livy, Latin Composition (Allen's).

1st CLASS.—Juvenal, Horace, Cicero, Latin Exercises (Gildersleeve's).

II.—GREEK—4 Classes.

4th CLASS.—Goodwin's Greek Grammar, Leighton's Greek Lessons.

3d CLASS.—Xenophon's Anabasis, Greek Syntax (Goodwin's), Leighton's Greek Lessons.

2d CLASS.—Herodotus, Homer, Goodwin's Greek Moods and Tenses, Greek Composition (Arnold's).

1st CLASS.—Thucydides, Euripides, Sophocles, Hadley's and Kühner's Greek Grammars.

III.—MATHEMATICS—6 Classes.

6th CLASS.—Arithmetic (Stoddard's Complete), Intellectual Arithmetic (Stoddard's).

5th CLASS.—Algebra (Venable's).

4th CLASS.—Geometry (Venable's).

3d CLASS.—Trigonometry (Snowball's), Navigation and Surveying.

2d CLASS.—Analytical Geometry (Puckle's Conic Sections).

1st CLASS.—Solid Geometry (Aldis's), Calculus (Todhunter's and Courtenay's).

IV.—NATURAL SCIENCE—4 Classes.

4th CLASS.—Natural History (Goodrich's), Physiology (Cutter's).

3d CLASS.—Chemistry (Wells's).

2d CLASS.—Natural Philosophy (Wells's).

1st CLASS.—Astronomy (Loomis's), Mineralogy and Geology (Dana's).

V.—APPLIED MATHEMATICS AND ENGINEERING—2 Classes.

2d CLASS.—Surveying, Levelling, Construction of Roads and Railroads, Projections—Orthogonal and Oblique.

1st CLASS.—Projections—Axonometric and Perspective, Constructive and Topographical Drawing, Strength of Materials, Practical Mechanics.

VI.—ENGLISH GRAMMAR AND RHETORIC—2 Classes.

2d CLASS.—Bullions' English Grammar, Milton's Paradise Lost.

1st CLASS.—Rhetoric (Hart's and Blair's), Shakespeare's Julius Cæsar.

VII.—GEOGRAPHY—3 Classes.

3d CLASS.—Mitchell's Intermediate Geography.

2d CLASS.—Mitchell's Ancient and Sacred Geography.

1st CLASS.—Physical Geography (Brocklesby's).

VIII.—HISTORY—3 Classes.

3d CLASS.—History of England (Anderson's).

2d CLASS.—Ancient History (Bloss's).

1st CLASS.—History of the United States (Stephens's), Old and New Testament History (Maclear's).

IX.—FRENCH—2 Classes.

2d CLASS.—Fasquelle's French Course, Telemaque.

1st CLASS.—Charles XII., Vie de Napoléon, par Dumas.

X.—GERMAN—2 Classes.

2d CLASS.—Otto's Grammar, Whitney's Reader.

1st CLASS.—Whitney's Grammar, Schiller, Gœthe.

XI.—BOOK-KEEPING—1 Class.

Crittenden's Book-keeping.

Courses of Study.

There are three Regular Courses of Study: ***1.—The Classical Course;***
2.—The Scientific Course;
3.—The English Course.

THE CLASSICAL COURSE embraces the studies in the Schools of ***Latin, Greek, Mathematics, English Grammar*** and ***Rhetoric, Geography, History.***

THE SCIENTIFIC COURSE embraces the studies in the Schools of ***Mathematics, Natural Science, Applied Mathematics, Engineering, English Grammar*** and ***Rhetoric, Geography, History.***

THE ENGLISH COURSE embraces the studies in the Schools of ***Mathematics, English Grammar*** and ***Rhetoric, Geography, History, Natural Science,*** 4th Class.

French, German, and ***Book-keeping*** are elective studies, which may be substituted for their equivalent in the Regular Courses, or taken in addition to them.

AN ECLECTIC COURSE, consisting of studies selected from the Regular Courses, and equivalent in amount to a complete course, will, under certain circumstances, be allowed.

Every student, on his admission into the School, will be assigned to those classes in the Regular Courses for which he may be found qualified, except in those cases in which an Eclectic Course is allowed.

Daily Recitations in ***Reading*** and ***Spelling,*** and regular exercises in ***Declamation, English Composition*** and ***Penmanship,*** are required of all the students during their entire course.

Method of Instruction.

Ancient Languages.

In Latin the student is first made familiar with the *inflections* and *forms of words*, Andrews's Latin Lessons being used for this purpose. He is thus prepared to enter upon the *analysis* and *construction of simple sentences*, and is drilled on the Exercises in Bingham's Latin Grammar until he is made a thorough master of the subject. He is taught, according to the system of Greene's Analysis, that in *every sentence*, whether *dependent* or *independent*, there are *two essential elements*—a *subject* and a *predicate*—that the *subject* must be either a noun or pronoun, or something else that stands for a noun—that the *predicate* is always either an attributive verb, or the copula and a noun, or the copula and an adjective, or sometimes the copula and an adverb—that besides the principal elements, there may be *three modifying elements*,—the *adjective*, the *objective*, and the *adverbial*—that these five elements—with the co-ordinate and subordinate connectives, make up discourse. In connection with the *forms* and *positions of words* the student is drilled on these elements until he can readily distinguish them, and explain the office each performs in a sentence. He is then taught that all sentences, whether *simple*, *complex* or *compound*, are either *dependent* or *independent*—that *dependent sentences* are either *substantive*, *adjective* or *adverbial*, the *substantive* being those introduced by the particle "*that*," when not denoting a result, and all indirect questions—*the adjective*, those introduced by relative pronouns—and the *adverbial*, those introduced by one of the various subordinate conjunctions—that the *substantive sentence*, unless in apposition with some noun, must be either subject or object—that the *adjective sentence* always qualifies some noun or pronoun which is the antecedent to the relative—and that the *adverbial sentence* always modifies some verb, adjective or adverb, and denotes *time*, *place*, *cause*, *manner* or *degree*.

The student being thoroughly grounded in these principles by constant and continued drilling, is qualified to make rapid progress in his

linguistic studies, and needs only a vocabulary to enable him to read understandingly any Latin or Greek author.

This drilling, which is kept up throughout his classical course, makes him thoroughly acquainted with the *structure of language,* English as well as Latin and Greek, and the mental training qualifies him for making rapid and easy progress in other departments of study. As soon as the Exercises in Bingham's Etymology are finished, the classical authors, in connection with Andrews's or Gildersleeve's Syntax, are taken up in the usual order—the student being frequently required to furnish *written translations,* not only of English into Latin, but also of Latin into English.

The Greek, being a more refined, polished, and philosophical language than the Latin, requires greater mental effort, calls into exercise higher mental faculties, and is therefore not taken up until the student has made considerable progress in Latin, and forms a very suitable *complement* to that study.

The same method of instruction is pursued in this school as in that of Latin.

Mathematics.

In the department of Mathematics the most approved text-books are adopted, and the student is assisted by full and frequent explanation. His progress is tested daily, and a thorough knowledge of the subject is required of each student. Throughout the whole course great importance is attached to the number and variety of the problems proposed. Habits of accuracy are inculcated, and no pains are spared to develop clearness of thought and originality in the pupil.

Natural Science.

In the School of Natural Science a thorough course of elementary instruction is given. The principles are first developed and explained, and then impressed by experiments and familiar illustrations. No effort is spared to make the study both attractive and profitable to the young student. The teacher aims also to give a practical cast to his instruction by pointing out the connection between abstract principles and the useful arts.

Applied Mathematics and Engineering.

The School of Applied Mathematics and Engineering has been organized in view of the growing importance of technical education.

The instruction will be eminently practical, and every effort will be made to *thoroughly* qualify the students for positions as Surveyors, Levelers, Draughtsmen, Machinists, etc., etc. The studies pursued will embrace Surveying, Levelling, Construction of Roads and Railroads, Projections—Orthogonal, Oblique, Axonometric, and Perspective—Constructive and Topographical Drawing—Strength of Materials, Practical Mechanics, etc., etc. Practice in the field will familiarize the pupil with the methods established in his text-books, and insure a readiness in the use of the Instruments. Facilities will be provided for drawing, and thorough instruction given.

English Grammar and Rhetoric.

A very competent knowledge of the English language is imparted to the classical student by the method pursued in teaching him Latin and Greek, but, besides this, every student, whatever be his course of study, is required to take the prescribed course in the School of English Grammar and Rhetoric. The importance of a thorough knowledge of the English language is never lost sight of, and every opportunity is sought to train the student to habits of correct expression in speaking and writing his native tongue.

Geography and History.

As Geography is usually one of the primary studies, the student is presumed to have made considerable progress in it before coming here, but, illustrating, as it does, the facts of history, and serving to fix them more firmly in the memory, its study is continued, and the student is carried over, in connection with the course in History, a parallel course in *Ancient*, *Sacred*, and *Modern Geography*. And as soon as he has acquired a competent knowledge of Civil and Descriptive Geography, his attention is directed to *Physical Geography*, in which he is made acquainted with the wonderful mechanism of the globe, and the unity of design displayed in all its parts and relations.

In History, the student is made thoroughly acquainted with the leading facts in *Ancient History*, *English History*, and the *History of the United States*. This course, with a *chronology* of the principal events in the world's history carefully memorized, is intended to qualify the student for an easy and rapid accumulation of historical knowledge in his subsequent course of reading.

Modern Languages.

In this country, at the present day, the importance of acquiring a knowledge of the modern languages is recognized by every one. This is especially true of the German, in view of the fact that so large a portion of our population use that language. Great attention is paid to the acquisition of a correct pronunciation and a thorough knowledge of Grammar. Numerous exercises are given, and in reading the authors selected, the student is required to translate into idiomatic English.

Penmanship and Book-Keeping.

The School of Book-keeping is for the benefit of those who desire a business education. It comprises a thorough course in Single and Double Entry Book-keeping—all of the most approved methods are fully discussed, and the pupil practised in each. He is also taught how to draw up and file business papers of various kinds, such as Contracts, Checks, Bills of Exchange, etc., etc. The teacher in this department gives daily instruction in Penmanship to the whole school, including the elements of Pen-Drawing. The great importance to the business man of a ready and elegant use of the pen is constantly impressed on the pupil.

Remarks on the Course of Instruction.

Each course of study is intended to furnish the student with a complete business education. The classical course is also designed to fit him for immediate entrance upon the study of a profession, or, in case a more extended course of study is contemplated, for advanced classes in any of our Colleges or Universities.

The course of instruction, which is divided into eleven Schools, is very comprehensive, and embraces, it will be observed, an extended course in the following studies, viz. :

Latin, Greek, Mathematics, Natural Science, Applied Mathematics and Engineering, English Grammar and Rhetoric, Geography, History, French, German, and *Book-keeping.*

Latin and Greek are taught, not as pre-requisites to admission into College, but because they furnish the best facilities for instructing the student in the right use of language, and the proper construction of sentences.

They are found, too, to be efficient instruments in training boys to

think, as much so as Mathematics or any other study. Language is not only the *means by which we communicate our thoughts*, but it is also the *instrument with which we think*, and in making thorough linguists our aim is to make thorough thinkers.

The advantages of Latin and Greek in the acquisition of a liberal education have been so long tested and approved in the best institutions of learning in this and other countries, that it now seems idle to call their utility in question or advance arguments in favor of their adoption. Parents, in aiming at a more practical and economical education for their sons, are in danger of losing sight of the importance of these studies, and of dispensing with them altogether in the curriculum selected. This is especially so in the case of the Greek language ; and when we consider that, apart from the fact that its study furnishes one of the best means of mental discipline, the Greek is the language in which the New Testament Scriptures are written, that it is the language, too, in which Homer wrote his immortal poem, and Demosthenes electrified the refined Athenians with his matchless eloquence, it is a matter equally of surprise and regret that it is not made an indispensable study in every scheme of liberal education.

The popular and mercenary system of dispensing with all studies which cannot be turned to a practical and lucrative account is, in our opinion, one of the principal causes of that narrow-mindedness, infidelity, and fanaticism, the prevalence of which in certain localities has brought upon our country so many calamities. Truth is in the reach of those only whose minds have been trained to habits of correct thinking and thorough investigation. In any scheme of education, therefore, mental discipline is the object to be aimed at, rather than the acquisition of practical knowledge. The former is the end, the latter the incident.

The department of Natural Science, for which good apparatus have been provided, will receive special attention ; and the division of labor among the ample corps of competent, experienced, and faithful instructors, allows ample time for thorough instruction in every department, the text-books and modes of teaching being at the same time carefully adapted to the latest advancement of knowledge in each of the several branches. The improved facilities of liberal education in this country are among the most gratifying manifestations of its progress, and while the methods recommended by experience shall be

uniformly preserved, no expense will be spared to provide the best apparatus for the work.

The studies of each class, as set forth in the scheme of instruction, will ordinarily require for their completion a period of one year, or two sessions, but any student with good capacity can, by close application, finish them in a much shorter time. Thorough scholarship is the object chiefly aimed at, and no student is allowed to advance to a higher class until he has mastered the ground over which he has passed.

The work assigned each class is accommodated to the capacity of ordinary students; but the ambitious student will not be held back by the slow progress of his class, but will be advanced to a higher class, as soon as, in the opinion of his instructor, it can be done without injury to his scholarship.

The courses of study and modes of instruction are designed to train the students to habits of method and application; moral rectitude is inculcated as the basis of character; and the constant aim, in all the exercises of the school, is to cultivate in the student those qualities which constitute a *well-regulated mind.*

Examinations.

In addition to the daily instruction by examination and lecture upon the subject of every lesson by each instructor in his own department, examinations, oral and written, are held at the close of each session, on all the subjects gone over, and no honorary distinction of scholarship will be awarded to any student who shall fail to stand the final examination, nor will he be advanced to a higher class in any school, until he has stood an approved examination on the studies of the preceding class.

Reports.

Reports of the standing, punctuality, and deportment of the students are made out at the close of each quarter, and sent to their parents or guardians. Each student's standing in his class is carefully estimated by the instructor, and marked on a scale in which the number 7 is taken as a maximum, and stands for "Very Good," 6, "Good," 5, "Very Respectable," 4, "Respectable," 3, "Tolerable," 2, "Bad," 1, "Very Bad."

This careful system of marking is found to be a great stimulus to

unflagging exertion on the part of the pupil, but its effectiveness is in a large measure dependent upon the reproof or encouragement his report may call forth from home.

Discipline.

The School is strictly military in its organization and discipline. The military system, so far from interfering with the literary exercises of the school, is found greatly to facilitate and promote their prompt and faithful performance.

In enforcing compliance with the rules and regulations of the school, a system of demerits is used. The Principals in their discretion may allow the demerits incurred for offences of a certain character to be cancelled by some extra military duty or punishment, but no student is allowed to remain in the school after one hundred demerits are recorded against him in the current session.

With a view of compelling a proper amount of study on the part of all the students, those of them who shall fail to preserve good order and quiet in their rooms, and to give satisfactory evidence of diligence in study, will be required to occupy one of the recitation rooms, during the hours set apart for study, at night as well as in the day, and to prepare their lessons in the presence of one of the instructors.

Each student is furnished with a printed copy of the regulations of the school, which are to govern his conduct whilst connected therewith. The following are some of the leading rules therein set forth :

"1. The students of this school are not only required to abstain from all vicious, immoral or irregular conduct, but they are enjoined to conduct themselves on every occasion with the propriety and decorum of gentlemen, and any student who shall be guilty of any conduct unbecoming a gentleman shall be dismissed or otherwise less severely punished.

"2. *Any* student who shall *drink* or have in his possession any *wine, porter, ale, or any other spiritous or intoxicating liquors,* or shall go to any inn, public house, or place where any of these *liquors* are sold, without the permission of the Principals, or shall play at cards or any other game of chance, or have cards or materials used in any game of chance in his possession, or insult a sentinel by words or gesture, or answer for another at roll-call, or engage another to answer for him, or shall prompt another during recitations, or be

guilty of any other deception whatever, or behave indecently or irreverently while attending divine service, or profane the Sabbath, or use any profane oath or execration, insult, traduce, or defame, or strike, or in any manner offer violence to another student, or shall enter into any combination or agreement to hold no friendly or social intercourse with another student, or shall be guilty of disrespect or disobedience towards the Instructors or other constituted authorities of the Institution, shall incur penalties according to the nature and degree of the offence.

"3. No student shall at any time go to any hotel, tavern, or eating-house to take any meal or lunch, except in company with his parent or guardian, or some near relative of discreet age, or by permission of one of the Principals or officers in command.

"5. All immoralities, disorders, misbehavior, or neglect, of which any student may be guilty to the prejudice of good order and discipline, though not especially herein mentioned, are to be punished according to the nature and degree of the offence.

"6. All combinations, under any pretext whatever, are prohibited. Any student, who in concert with others shall adopt any measure under pretence of procuring a redress of grievances, or enter into any agreement with a view to violate or evade any regulation of the school, or shall endeavor to persuade others to enter into such concert or agreement, shall be regarded as guilty of a very serious offence.

"7. The Principals shall prescribe such limits around the Institution as they may deem proper, beyond which no student shall go without their permission.

"8. The students are required to attend divine service Sunday forenoon when practicable, under such regulations as may be prescribed by the Principals, and in the afternoon those boarding at the Institution will be assigned Bible recitations.

"9. The use of tobacco in any form is prohibited, and smoking on or about the streets of Hillsboro' will be regarded as a serious offence.

"11. There shall be an infantry drill every day, when the weather is favorable (Saturdays and Sundays excepted), at such regular hour of the day as the Principals may appoint, to continue ordinarily one hour.

"18. Students are prohibited from having in their possession gun-

powder or any description of fire-arms, or any other weapons not issued by the proper authority.

"29. Every student having permission to be absent must leave his name with the Sergeant, or officer of the guard, on going out and returning to quarters, who shall report the same, with the time absent, on his daily reports.

"82. No student will be allowed to visit the room of another during study hours.

"83. On Sunday the students are enjoined to relinquish their sports; to devote their spare hours to reading, or studies appropriate to the day, and to conduct themselves in a quiet and peaceable manner.

"84. The strictest attention to study and all other duties is required. Every student, therefore, who shall absent himself from duty of any kind, and fail to render a satisfactory excuse in writing for such absence, *shall* be reprimanded, put on extra duty, or confined, according to the circumstances of the case; and demerit marks in numbers proportioned to his offence will be recorded against him."

Uniform.

Every student is required to wear the prescribed uniform. The cost of the Dress Uniform of best cadet gray cloth is $25. The winter fatigue suit of the same material costs $17. The summer fatigue suit of linen duck is furnished at a cost of $6 50.

Buildings.

The ample and commodious buildings are those in which the late Colonel C. C. Tew conducted his military school, so favorably known as the Hillsboro' Military Academy. The original design of these buildings has been carried to full completion, and every appointment has been made, necessary to secure for the school the best educational advantages.

Location.

The location seems to combine every desirable advantage, and its selection by Colonel Tew, together with his admirable design for the buildings, is a characteristic proof of his well-known taste and judgment.

Located one-and-a-half miles from Hillsboro', the school enjoys all the advantages of a remote country seat without losing the social and

religious advantages of the town. This proximity to Hillsboro', and the occasional contact and intercourse with its polite and cultivated society, are found to exert, as was to be expected, a humanizing influence over the conduct and deportment of the students. The situation immediately on the North Carolina Railroad, in a hilly and remarkably healthful region, with a pure and invigorating atmosphere, and within easy reach of the best markets for supplies, renders the location, in these respects, a most eligible one for a flourishing seat of learning.

Literary Societies.

There are two Literary Societies connected with the school. They hold their sessions every Friday evening, and their exercises in writing and speaking are valuable auxiliaries to the work of the school. Their libraries, which are constantly receiving additions, already contain a considerable number of well-selected books.

Sessions.

The scholastic year is divided into two sessions of twenty weeks each. The Spring Session begins the second Monday in January, and the Fall Session the fourth Monday in July, of each year.

Terms.

Board, Tuition, Washing, and Lights, - - -	$157.50.
Deposit for Books and Stationery, - - -	10.00.
Amount, to be paid in advance, - - - -	$167.50.

Each student is required to furnish for his own use, a pair of blankets, a pair of sheets and pillow-slips, and his towels.

Students entering after the beginning of the session are charged either for the whole session, or at the rate of $8.40 per week from the time of admission to the close of the session.

No deduction is made in the above charges, except in cases of absence from sickness, under the advice of a physician.

General Remarks.

The Principals find that in the transfer of their School to Hillsboro' they have more than realized the advantages expected. Everything is

now in complete working order. The best facilities are afforded both teachers and students for the successful prosecution of their work. The *Military* organization, while it is not allowed to interfere with the *Literary* character of the School, secures good order and discipline, and effectually prevents the formation of evil or slovenly habits.

The number, character, and qualifications of the Teachers; the admirable adaptation of the buildings to school purposes; the ample and comfortable accommodations for students; the location, easy of access, near the proverbially healthful town of Hillsboro', with its refined society and its churches; the military drill and discipline; the excellent system of text-books adopted; and the completeness of the courses of study, seem to fulfill every desirable condition of a High School for Boys, and to meet every reasonable requirement of parents seeking for their sons the best moral, mental, and physical training.

The Principals are satisfied that the improved modifications in the discipline and government of their School have largely increased the effectiveness of their labors, and they have reason to believe that the expectations of its friends and patrons have been fully equalled. And from the liberal patronage already bestowed on the School, attesting the public appreciation, they are encouraged to continue, with renewed zeal and energy, their efforts to keep pace with the increasing educational demands of the age, and to reach, in all respects, the highest standard of excellence; and they flatter themselves that the character which they have built up during their long and successful career as teachers, and the high standing their pupils have taken in the various Colleges of the country and in the business pursuits of life, are a sufficient guaranty that their School will continue to be worthy the public confidence and support.

For the satisfaction of those who may be unacquainted with the character of our School, we are authorized to refer to the Faculties of the following Colleges, in which students from our School have taken a distinguished standing:

University of Virginia,	Wake Forest College, N. C.,
Davidson College, N. C.,	College of New Jersey,
Washington and Lee University,	Virginia Military Institute;

and to the following individuals, most of whom have been or are now patrons of our School:

Rt. Rev. THOMAS ATKINSON, *Bishop of N. C.*
Rt. Rev. WILL. M. GREEN, *Bishop of Miss.*
Rev. T. M. JONES, D. D., *President Greensboro' Female College.*
Rev. ALDERT SMEDES, D. D., *St. Mary's, Raleigh, N. C.*
Rev. R. BURWELL, *Peace Institute.*
Hon. R. M. PEARSON, *Chief Justice of the Supreme Court of N. C.*
General MATT W. RANSOM, *U. S. Senator from N. C.*
Hon. A. S. MERRIMON, *U. S. Senator from N. C.*
Hon. A. W. VENABLE, *Ex-U. S. Representative from N. C.*
E. BURKE HAYWOOD, M. D., *Raleigh, N. C.*
PAUL C. CAMERON, Esq., *Hillsboro', N. C.*
EDMOND STRUDWICK, M. D., *Hillsboro', N. C.*
Hon. D. M. CARTER, *Raleigh, N. C.*
Hon. ROBERT R. BRIDGERS, *Wilmington, N. C.*

To which we add only the two following Testimonials—one from Hon. W. A. GRAHAM, LL. D., ex-U. S. Senator, and the other from Rev. CHARLES PHILLIPS, D. D., Professor of Mathematics in Davidson College, formerly Professor of Mathematics in University of North Carolina :

"*December* 17, 1873.

"I have been long acquainted with Messrs. HORNER & GRAVES as instructors of youth in High Schools, and esteem them in the very first class of their profession.

"W. A. GRAHAM."

"DAVIDSON COLLEGE, N. C., *December* 17, 1873.

"I have for many years been recommending Messrs. HORNER & GRAVES, severally and jointly, without asking their permission so to do; and now my colleagues hope that they may be permitted to do so for many years to come, with profit to you and with pleasure to themselves.

"C. PHILLIPS."

Our Assistant Instructors.

Major D. H. HAMILTON, who has charge of the Military Department, was educated at the Citadel, a Military Academy of South Carolina, at Charleston ; was for two years associated with the late Colonel C. C. TEW in the conduct of the Military School of this place ; and, after serving through the Confederate war, with the rank of Major, has since devoted himself to teaching, and has given entire satisfaction to his patrons. He has been connected with our School from the time of its removal to Hillsboro'. Thoroughly competent for the work assigned him, laboring therein with faithful and untiring zeal, firm and impartial in the exercise of authority, he has come

fully up to the high standard we had fixed upon for our assistant instructors.

Mr. A. W. VENABLE, jr., is a former pupil of ours; subsequently became a student in the Virginia Military Institute, and then graduated at Poughkeepsie Commercial College with especial reference to the position he now occupies. He too has been with us from the commencement of our School at this place, and is fully competent to the discharge of the duties which have devolved upon him.

Mr. HUGH MORSON, jr., who commenced with us at the opening of the first session of 1874, is a graduate of the University of Virginia, in Latin, Greek, French, German, Chemistry, and Moral Philosophy, and has had considerable experience in teaching in the High Schools of Virginia.

Of the testimonials with which he has been furnished we present the following:

"Mr. HUGH MORSON, jr., is a graduate in the School of Greek, and I have pleasure in recommending him as a teacher. A diligent and successful student, a gentleman of high character and irreproachable bearing, Mr. MORSON has my best wishes for his success in his new field of labor.

"B. L. GILDERSLEEVE,
"*Professor of Greek, University of Virginia.*"

"Mr. HUGH MORSON is a graduate in the School of Latin in this University. While connected with the School as a student he devoted himself with diligence to the subjects taught, and completed the examinations given for graduation with commendable success. I consider Mr. MORSON *fully* qualified to teach the Latin Language in any position to which he may aspire.

"WM. E. PETERS,
"*Professor of Latin, University of Virginia.*"

"I consider Mr. HUGH MORSON, a graduate in French and German of this University, fully competent to teach these languages.

"M. SCHELE DE VERE,
"*Professor of Modern Languages, University of Virginia.*"

Mr. R. H. GRAVES, jr., who began with us at the opening of the Second Session of 1874, is a graduate of the University of Virginia, with the degree of Bachelor of Science and Civil and Mining Engineer.

From some of the Testimonials with which he is furnished, we make the following extracts:

From REV. CHARLES PHILLIPS, D. D., *Professor of Mathematics and Engineering, Davidson College, N. C.*

"The education he has received has been of the best our State afforded. While my pupil at the University of North Carolina, he stood at the head of his class."

From PROFESSOR M. FETTER, *late Professor of Greek in the University of N. C.*

"During his connection with the University of North Carolina, he was a diligent student, and received the first distinction in scholarship, and exhibited powers of thought and investigation which enabled him to master any subject that was presented to him for consideration. In the department of Greek, of which I was Professor, he gave evidence of a critical acumen and power of analysis which characterize a mind of the highest order."

From CHARLES S. VENABLE, LL. D., *Professor of Mathematics, University of Virginia.*

"His mathematical gifts are excellent, and he has thorough training as an engineer. I do not know any one to whose future career as an instructor in the exact sciences I can look with more confidence. His fine capacity, his thorough training and sterling character all give promise of usefulness and honor."

From JOHN W. MALLETT, Ph. D., M. D., LL. D., *Professor of General and Applied Chemistry, University of Virginia.*

"A man of very superior attainments in Physics and Mathematics, and unexceptionable in general character and manners. * * * * He can obtain the strong and hearty endorsement of myself and colleagues, with whom he has studied."

From FRANCIS H. SMITH, M. A., LL. D., *Professor of Natural Philosophy, University of Virginia.*

"Mr. GRAVES showed uncommon excellence in his Mathematical and Physical studies at this place."

From J. S. DAVIS, M. D., *Professor of Anatomy and Materia Medica, University of Virginia.*

"I was an attentive observer of his career in this Institution, and was most favorably impressed by his diligence, his thoroughness, his success, and his exemplary deportment. It is of such material that the best teachers are made."

Select Boarding and Day School,

For Young Ladies,

HILLSBORO', N. C.

The Misses Nash* and Miss Kollock, assisted, as heretofore, by experienced Professors and Instructors in each department, will resume the exercises of their School on Friday, 23d of July, 1875, and close 9th of December, 1875 (20 weeks).

The Course of Study

Is such as is pursued in Schools of the Highest Grade.

TERMS:

Board, including Fuel and Lights, and Tuition in English Branches	$130 00
Tuition in Ancient Languages, each	15 00
" in Modern Languages, each	15 00
" in Oil Painting	30 00
" Pastel Painting	30 00
" in Crayon Drawing	20 00
" in Pencil Drawing	15 00
" in Vocal Culture, (private lessons)	30 00
" in " " (lessons in class)	10 00
" on Piano, Parlor Organ or Guitar	30 00
" Use of Piano or Organ for practice	7 00

Washing (for which a deposit must be made), at the Laundress' price.

All charges to be paid half in advance, and the remainder at the close of the term. *Interest will be added to bills not paid when due.*

Parents and Guardians engaging places are held strictly responsible for them. Pupils are received at any time during the session, and *on entering the school for the first time* are charged from the date of entrance; no deduction is made for absence or withdrawal before the close of the session, unless by reliable medical advice it has been pronounced *absolutely necessary.*

Each pupil is required to furnish herself with Towels, Table Napkins, one pair of Sheets, one pair Pillow cases, a Spread, a Drinking Vessel, an Umbrella and Overshoes.

All articles of clothing must be marked with the owner's name in full.

Unless by special request to the contrary, the Presbyterian Church is attended with the Principals.

Hillsboro', long noted for the intelligence and refinement of its society, is situated in a beautiful and healthful region of country, and by the North Carolina Railroad, which passes by the town, is easy of access from any direction.

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* These ladies are the daughters of the late Chief Justice Nash.

HORNER & GRAVES.

THE

Fall Session of 1875

WILL OPEN ON

Monday the 26th of July,

AND WILL CLOSE ON

Friday the 10th of December.

HILLSBORO', N. C.,

is immediately on the North Carolina Railroad, midway between

RALEIGH AND GREENSBORO'.

The Eastern Train reaches here at 10.30 P.M., and the Western at 5 A.M.